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# ANNUAL REPORT

OF THE

## STATE SUPERINTENDENT

OF

PUBLIC SCHOOLS OF NEW JERSEY,

FOR THE YEAR 1847.

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READ FEBRUARY 8, 1848, AND ORDERED TO BE PRINTED.

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## STATE SUPERINTENDENT'S REPORT.

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OFFICE OF THE SUPERINTENDENT OF PUBLIC SCHOOLS, }  
PERTH AMBOY, January 15, 1848. }

*To the Legislature :*

The Superintendent of public schools, in obedience to the requirements of the fourteenth section of the "Act to establish public schools," respectfully submits the following annual REPORT:

The nineteen counties of the state contain one hundred and seventy-one townships, in which are about one thousand six hundred and forty school districts.

It appears from the report presented last year, that returns had been received from one hundred and thirty townships, and from one thousand two hundred and twenty-one districts, leaving thirty-five townships, and four hundred and thirteen districts, unreported.

During the present year, reports have been received from one hundred and fifty-five townships, and from one thousand three hundred and seventy-six districts, leaving only sixteen townships, and one hundred and sixty-four districts, unreported, showing an increase of twenty-five townships, and two hundred and forty-nine districts.

From the report of 1845, it appears that only one county in the state was returned as having reports from all its townships.

From the report of 1846, it appears that six counties were returned as having reports from all its townships.

From the present report, it appears that eleven counties are returned as having reports from all its townships, being an increase of five during the last year.

It is due to the inhabitants of these counties, that the names should be placed upon record; they are Cumberland, Essex, Hunterdon, Mercer, Middlesex, Morris, Monmouth, Somerset, Sussex, Passaic, and Warren.

In the counties of Morris, Somerset, Sussex, and Warren, not only all the townships are reported, but reports have been received, by the township superintendents, from *every district*. It is to be hoped that in the next report the names of all the counties will be returned as having fulfilled their duty.

It is also an act of justice to call the attention of the inhabitants of those townships from which no reports have been received, that they may enquire into the cause of the neglect; and if the fault lies with the town superintendent, appoint others in their places, who will render, as the law requires, "a strict account of their stewardship." (Statement C, D, E.)

Although not required by law so to do, the county visitors of two counties have kindly furnished me with reports, which contain much valuable information, and many excellent suggestions for improving our system of education. These were from Somerset and Bergen.

#### COUNTY VISITORS AND EXAMINERS.

It is much to be regretted, that in many of our counties the boards of chosen freeholders have neglected or refused to appoint county examiners; this regret is shared in by nearly all the town superintendents, as expressed in their reports. If men of suitable character and acquirements were appointed in all our counties, to co-operate with the school officers, great benefit would be derived; and I do strongly recommend to all, to give the office a fair trial, satisfied from what I have seen in



those counties where visitors have been elected, that the citizens of the state will have no reason to regret it.

#### TOWN SUPERINTENDENTS.

All the townships in the state, with a few exceptions, have elected town superintendents; and judging as well from their written reports, as by personal association, their choice has been judicious; and I firmly believe that much of the improvement which has taken place, has been owing to the exertions of those officers. I would, however, call the attention of our citizens to the propriety of choosing the best men for this honorable and important office, not to look to their politics, their sect, or calling, but to the fitness of the individual; for upon the proper or improper selection, the future condition of our schools depends.

#### COUNTY ASSOCIATIONS AND PUBLIC MEETINGS.

In twelve counties, county associations of teachers and friends of education have been formed, and public meetings held. In most cases these meetings are quarterly, at which time an address is delivered and the different subjects connected with education, brought forward and discussed. Reports are presented upon subjects previously agreed upon; the modes of teaching and governing, illustrated and commented upon. It is believed that much good has been effected by these meetings. The Superintendent has felt great pleasure in attending them, whenever invited, and always to his own improvement.

#### TEACHERS' ASSOCIATIONS.

Associations have been formed in some counties, of the teachers, who meet, according to adjournment; at these meetings matters of a practical nature are discussed, and plans suggested for the improvement of both teacher and scholar, and are attended with the most happy results. In some few instances teachers' institutes have been formed, and these are

strongly recommended to all ; a description of them will be found in another paragraph.

#### TEACHERS.

I take great pleasure in bearing my testimony in favor of a portion of our public school teachers. There are amongst them, men qualified not only for the situations which they fill, but would do honor to any profession or to any situation, who have entered upon the responsible situation of teachers, with a full sense of its high and holy calling. Men who consider the heart as well as the head open to instruction, and who look to other rewards than their share of the "loaves and fishes." Such men do not complain of their "humble calling," nor that "they are looked down upon," or at most, receive a scanty measure of civility. Such men, wherever they are found, are "the salt of the earth," and as such are prized by the community. Who is there amongst us, who in looking back to the days "of life's merry morn," does not remember with kindness and respect, the teacher of his school-boy days? Who does not, in the progress of life, think how much he is indebted to the teacher who first led him to the hill of science, and showed at a far off distance the shining summit, and told him that by proper application he might in after life attain its summit? Who, that has removed from his country home, and after mingling with the busy world, participating in its hopes and disappointments, returning for a season to the haunts of childhood, has not with eager solicitation enquired for his teacher: "The old man, doth he still live?" and who shall say that "the good teacher" is not prized?

I would, however, that I could say thus of all our teachers, but, as in the last report, the burthen of the present still is "Give us better teachers."

Much has been said and written of "elevating the character of the teacher," and, as usual, but little has been done. The complaint still comes, "we are sadly in want of better teachers." The question naturally arises, what can or what should be done by the state, to remedy the evil, and what can, or

should be done, by the inhabitants of districts, and what, by the teachers themselves, to bring about the desired and necessary "elevation"? We will consider the matter, separately, under the different heads—of duties of teachers; duties of inhabitants; duty of state.

*1st. Duties of Teachers.*—If teachers are really desirous to realize the high expectations entertained of them by those deeply and warmly interested in the cause of education, and to place themselves upon the high and commanding position they aspire to, and to which they undoubtedly are entitled to, if properly qualified, it behooves them to show their fitness for that position, to put their own shoulders to the wheel, to raise themselves from the "disrepute" in which, as a body, they have fallen, through the carelessness and ignorance of some of their own corps, "blind guides," who, whilst pretending to guide and direct others how to travel through the dark and stormy path of life, show their utter incapacity, by falling into the pit themselves. It is their duty, as a body, to guard their ranks from all association with unqualified persons, to show the public that they have a pride of character, as well as a "pride of place," and a determination to fit themselves for the conscientious performance of their high and complicated duties. If they do this, the public will soon act the part of Hercules, and assist them; if they fail to do it, they prove that all their talk of "elevating their characters," has arisen from other and less worthy motives than a desire to benefit the rising generation, or to perform their own duties in an acceptable and praiseworthy manner. On this subject I speak plainly, for I feel deeply; and I know that neither my motives nor my language will be misunderstood by that part of the profession whose respect and confidence I prize and desire to enjoy—"the well qualified teachers."

It may be asked "How is this to be done?" It would be arrogating too much to myself to say that I can point out the way, when there are so many teachers able and willing to lend assistance to their more feeble brethren—men who cast a bright and shining light over the districts, fortunate or wise enough



to employ them. Still some method or plan may be expected as part of "*my duty*." The following plan is therefore recommended to the careful and deliberate consideration of the teachers.

Let the teachers in every county form a "Teachers' Institute," which shall hold stated meetings, in different towns, for the discussion of subjects connected with education. Let reports on various subjects be made, methods of instruction and government recommended and discussed. Let them appoint some time during a vacation of the schools, when they will meet and spend a *week* or a *fortnight* together, and let a regular, systematic course of instruction be undertaken. Let the most experienced act as principal, and let all the branches of a common school education be reviewed. In short, let the teacher again go to school. Let each *teacher*, in turn, be called upon to take charge of the different classes, and give an illustration of his method of teaching and governing. In the evenings, lectures or discussions may take place. Can it be doubted that this will tend to improve the minds and "elevate the character" of the teacher? When the institute is about to be closed, let a committee of teachers be appointed—men in whom their brethren and the public have confidence—and let them, under the sanction of the society, grant certificates to such of the teachers as are thought deserving, *and only to such*. Let them remember, that if they do not guard the avenues themselves, no one else will. Let reference be had not only to mental qualification and ability to impart instruction, but to a matter equally important and more difficult to ascertain, the "moral fitness" of the individual to be entrusted with the care of the plastic hearts of childhood, the forming and fashioning of those principles which are to govern in after life, and whether he is indeed fit, to tune "that harp of a thousand strings" to harmony.

Certificates may be granted for schools of different requirements, stating however, *exactly and explicitly the facts of the case*. Should it be deemed advisable, I doubt not but the town superintendents would gladly attend those institutes, and by putting their names to the certificates, give them legal

value. I can only say that the State Superintendent would consider himself complimented by an invitation to attend and take part in any institution of this kind.

2d. *Duties of Inhabitants*.—What subject can be of more importance to the citizens of a state, than the education of their children ; and what subject should receive more attention ? No excuse can therefore be necessary for arousing the public mind, which has dozed for so long a period, even if the shake be a rough one. In nearly all the reports from the town superintendents, the “ apathy of the public ” is dwelt upon as one of the causes which retard the progress of our schools. Many of these reports speak in terms of sorrow, “ of the utter neglect of parents to visit the schools ; ” “ the great difficulty of interesting parents in the education of their children ; ” “ they generally think they perform their duty by sending them to school, careless or regardless of what they there may learn ; ” “ the teacher is left alone, to carry out his own ideas of education, uncheered by the presence, or unassisted by the advice of a single parent.” These quotations, from reports, present a sad picture of indifference, and it is not swerving from truth nor duty, to say that those parents who fail to visit the school, to take an interest in the actual education of their children, to advise with and assist the teacher, neglect their duty ; and the responsibility will rest upon them and not upon the teacher. I can scarcely conceive that a *mother* would suffer “ her little one ” to go month after month, year after year, to school, and not once step in and ask “ Is it well with the child ? ” It is also a duty to provide good and comfortable school houses, and to make liberal appropriations for the support of schools. It should be borne in mind that the obligations to a teacher do not begin nor end with employing him and paying him his stated salary ; he has social rights, which should be strictly guarded. He should be treated at all times by his employers, with respect and attention, and they should set the example to their children. They should invite him to their houses, as an honored guest, and omit no proper occasion to show their respect for his high vocation. He, in turn, will feel that he oc-

cupies a right position, and be cheered in the performance of his complicated duties.

3d. *Duty of the State.*—In common with many, I hold it to be a duty incumbent upon a state to provide for the education of all the children within its borders; whether this should be done in whole, or in part, by the bounty of the state, is a matter undecided, but which can have no reference to us at present. It will doubtless be conceded that legislative aid should be furnished, sufficient to afford those otherwise unable to obtain it, such an education as will qualify them for the discharge of all the duties demanded of them as citizens. On this point, I will use the high authority of our first president: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." The experience of half a century has afforded proof of the truth of this opinion; and it is the duty of a government to act upon it. Let sufficient appropriations be made by the legislature. Let the citizens be required to contribute their money, in addition thereto, sufficient in amount to secure a good and competent education for every child. Let the care and distribution of this fund be confided to proper persons, and guarded against all misappropriation or malversation. Let some plan be devised to secure a supply of well qualified teachers, and by which those teachers may secure a better remuneration.

Whilst I am anxious to direct attention to the subject of procuring a due supply of competent teachers, I am far from being able to say with certainty, just what measure or measures may be best for reaching this most necessary end. The educational world is full of diversity, full of agitation on the subject. By many, a state Normal School, the expenses of which are paid out of the public treasury, is deemed most advisable. This opinion has many able and ardent advocates. As this subject has of late attracted public attention, a separate section is devoted to its consideration. By others, the plan of a private college or seminary, aided, it may be, by the state, to



some extent, but chiefly under the direction of its own appointed authorities, like other high literary institutions, is insisted upon with great earnestness, as the best means for the attainment of the end in view. The power of the argument for this class of schools or colleges is derived from the consideration, that such an institution puts a man more upon his own resources—makes him feel that he is the recipient of a professional training that *costs* something; and that, being perpetually dependent upon themselves, these training schools would have all the advantage afforded by just and generous competition. In short, the view is, that, under such circumstances, both teachers and taught would be made to enjoy the vigor that comes from the most wholesome self-reliance. Another view, entertained by a large number of the most experienced teachers, is that the candidate for the teacher's chair should be made, as it were, to *grow up* in the business, that is, be placed under some one, himself of admitted ability, every way, who has in charge a good school of sufficient size, and there, under the eye of enlightened experience, gradually, but certainly, arrive at due qualification for the teacher's vocation. These are the three leading views on this difficult subject. I pretend not to decide which is the best. But this I know, that without duly qualified teachers, all our labors in the cause of popular education will be vain, and even worse than vain; and that all the means proposed, or to be proposed, to make them qualified, must utterly fail, unless the prospects of reward, social and pecuniary, for the labor of those who are to educate our children, shall appear brighter and better than they ever have been.

#### HISTORY, NATURE AND ADVANTAGES OF NORMAL SCHOOLS.

Normal Schools, or institutions for the education of teachers, are beginning to attract, in various portions of our own country, that attention and regard which has for more than half a century been bestowed upon them in the most enlightened sections of Europe. In proportion as the work of youthful in-

struction is duly appreciated, and its importance perceived and felt, the necessity for some adequate preparation, intellectual and moral, on the part of those who design to enter upon this most responsible task, becomes apparent. Teaching is, or should be, a profession—open to those only who are found qualified, in all essential respects, for the exercise of the high vocation it involves—to be entered upon in the full maturity of judgment, with pure motives and singleness of mind, with earnestness and enthusiasm, and with a devotion which no obstacles or discouragements can impair. Public policy, and the general sentiment of all civilized communities, require these preliminaries as indispensable to the exercise of every other profession, trade or handicraft connected with the complicated machinery of social intercourse, or relating, in any way, to the well being of the community at large. The clergyman and the lawyer, the physician and the merchant, the mechanic and the artisan, are required, by positive institution, or public opinion, to pass through a series of probationary instruction, training and discipline; and the humblest laborer deems it requisite to obtain, by precept and practice, such an acquaintance and familiarity with the details of his work, whatever may be its nature, as will enable him successfully to master all its difficulties, and fulfil the reasonable expectations of his employer. No good reason can be perceived for a departure from this wise and prudent regulation in the case of the teacher of youth. Surely the formation of the character, the development and direction of the faculties, and the cultivation of the mind and heart of the rising generation is, at the least, of as great importance, in every point of view in which it can be regarded, as the periodical enforcement and inculcation of religious or moral truth, the distribution of justice, the demands of public or private health, or the supply of all those various wants incident to the progress of human civilization. Upon what defensible principle then is it, that while, in the exercise of a prudent and vigilant circumspection, we require at the hands of the incumbents of every other profession, trade or calling, the most satisfactory guarantees of fidelity, skill and ability, we



should leave the education of our children—that upon which the very frame work of the social and civil edifice is hereafter to depend—to the most empty pretenders, the most superficial acquirements, and not unfrequently, the most worthless and degraded instruments? Why should we demand of the individual who prepares the title deeds to our estate, or of him who mixes the medicinal drugs for the relief of a temporary surfeit, the diploma which attests his right to perform these trifling services, and yet feel no hesitation in committing the pliant and ductile minds of our children, for months and years during that most impressible period, when the habits are formed and the disposition and the character moulded, for time and for eternity, to an individual of whom we know absolutely nothing, save perhaps, the paltry price at which his services may be obtained—often to a mere stripling of unripe years, destitute alike of experience, judgment, learning, or skill—ambitious only of earning a temporary support, preparatory to or pending the prosecution of some other profession, more jealously guarded by public and private policy? Why do we systematically withhold all encouragement or patronage from the mechanic, the artisan or the laborer, who has not been regularly trained to the business which he undertakes, and who does not thoroughly understand the minutest details of the work we desire him to perform, while we regard it as abundantly sufficient that the education of our son or our daughter, should be willing to undertake the task, for the lowest possible compensation, without the slightest regard to his competency or fitness, beyond a glance at the official certificate which the law requires as a condition precedent to a participation in the public money?

The institution of Normal Schools owes its origin to that great educational movement which took its rise in Prussia, in the latter half of the last century, and which in its progress, under the auspices of a succession of enlightened monarchs, and no less enlightened legislators and statesmen, has immeasurably elevated the standard of general intelligence and social civilization. The first regular seminary for the instruction and preparation of teachers, indeed, was established in

Pomerania, as early as 1735; but the system can scarcely be regarded as having taken root until near the commencement of the present century. During the last fifty years, however, these institutions have spread themselves rapidly over every portion of Germany and the continent; and have come to be almost universally regarded as an indispensable portion of public instruction and popular education. The ordinary term of instruction is from two to four years; and so highly are the qualifications and services of the graduates of these schools prized, that thirty, forty and even fifty years of constant and well compensated employment may safely be reckoned upon. From Prussia, the system was, at an early period, transplanted to Holland; and from thence to France, Scotland, Ireland, Austria and Russia, and more recently even to Turkey. In France, one of these institutions is by law established, and is now in successful operation in each of the eighty-six departments into which that country is divided. In Scotland, three have existed for several years, under the most favorable auspices. In Holland, the celebrated Normal School of Mr. Prinzen was established upwards of thirty years since. At Battersea, in England, a single institution of this kind exists, under the patronage of the government; and another has recently been established at Chelsea, near London, under the auspices of the English Church. In 1838, the National Board of Education for Ireland founded a Normal School at Dublin; and similar institutions are now in contemplation in different sections of the country. In 1842, the government of Belgium provided for the establishment of two schools of this description, one in the province of Antwerp, and one in that of Brabant. At St. Petersburg, in Russia, a model school for the education of teachers of every grade, and for every portion of that immense empire, has been established. In Canada, ample provision has recently been made for the organization and endowment of model schools, of this description, in every county of the province.

“In relation to all the countries of Europe,” says the Hon. Horace Mann, “where Normal Schools have been established

for a sufficient length of time to exhibit the fair results of the experiment, we have the concurrent testimony of every distinguished European, and of every intelligent American who has visited these schools, that popular education has advanced just in proportion to their numbers, and to the efficiency and skill with which they have been conducted." In 1835, Lord Brougham declared in the British Parliament, that "Seminaries for training masters are an invaluable gift to mankind, and lead to the indefinite improvement of education. It is this, which, above every thing else, we ought to labor to introduce into our system." Cousin, in his report on education in Holland, says "I attach the greatest importance to Normal Primary Schools, and consider that all future success in the education of the people depends upon them."

The advantages and necessity of institutions of this nature, for the proper education of teachers, presented itself at an early period, to the comprehensive mind of De Witt Clinton. In 1825 and 1826, that eminent statesman, in his messages to the legislature of New York, earnestly and strongly recommended the establishment of suitable seminaries for this purpose; and a few years subsequently these recommendations were so far acted upon, as to give rise to the introduction into the principal academies of the state, of departments for the special instruction of teachers of common schools. In the meantime, the neighboring commonwealth of Massachusetts, under the enlightened counsels of many of her most influential and esteemed citizens, aided by the munificence of others, established nearly ten years since, three Normal Schools, in different sections of the state; and the beneficent results which have flowed from these institutions, fertilizing the whole field of education, and diffusing throughout every hamlet, the countless blessings of systematic, mental and moral culture, have amply vindicated the pre-science and far-reaching wisdom of their benevolent founders, and of the state which has adopted and sustained a policy so obviously in accordance with the advancing spirit of the age. Her noble example was soon followed by New York. The teachers' departments in the various



academies of that state, proved utterly incompetent to the supply demanded by the annual wants of the ten thousand elementary schools; and the legislature of 1844, upon the recommendation of the literature committee, the chairman of which, (the Hon. Calvin T. Hubbard, of St. Lawrence,) had personally visited and thoroughly inspected the Normal Schools of Massachusetts, appropriated the sum of ten thousand dollars, annually, for five years, for the organization and support of a state Normal School, to be located at the capital. This institution has now been in successful operation for three years; and although necessarily inadequate to the wants of the vast territory it was designed to supply, has abundantly fulfilled the highest expectations of its most sanguine friends and supporters.

Thus, the utility, importance and beneficial influence of these seminaries for the preparation of teachers, known as Normal\* Schools, have been satisfactorily tested on both sides of the Atlantic, during a period sufficiently long to develop their excellencies, and detect their mode of operation and their results. They have taken their place in the best systems of popular education and public instruction, as one of the indispensable means of giving efficiency and practical value to their workings: and it is now too late to question the expediency of their introduction, wherever the general enlightenment of youth, the universal diffusion of light and knowledge, the elevation of the masses, and the intellectual and moral advancement of the great body of the people, are objects of the protecting care of a paternal and popular government. It has long since been definitively settled, that not the prosperity alone, but the very existence of our republican institutions, depend upon the intelligence and virtue of its citizens—that every child of the American republic shall receive a suitable education; that he shall be furnished with every requisite facility for the full and free development of the faculties and powers of his mind; that the ample pages of the book of knowledge shall be, at all times, and under all circumstances, open to his search; and

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\*From the Latin "*Norma*"—a rule, guide, pattern or exemplar.

that he shall come to the discharge of the responsible duties incumbent upon him when he arrives at manhood, in full possession of the means of forming an enlightened and practical judgment in reference to men and measures—these are principles which lie at the foundation of that social and political edifice which the sages and statesmen of America have reared. To doubt or in any degree to relax the obligations they imply, would be to aim a fatal blow at the vitals of the nation. And how is this paramount duty to be performed, and these high obligations to be discharged, but through the agency of *competent teachers*—men devoted to and set apart for this peculiar task—trained to their calling—loving it for its own sake—depending upon it for character, for support and for the means and opportunities of usefulness? And where can this preliminary training—this indispensable preparation for the discharge of the duties confided to them—be sought for or obtained, but in institutions specifically endowed for this purpose—placed in charge of the highest order of intellectual and moral excellence and worth—and capable by their organization of sending forth periodically men thoroughly furnished for the great work of elementary instruction in all those branches requisite for the education of the future citizen of the republic?

It would, doubtless, much more effectually accomplish the high object which these institutions are designed to subserve, could a sufficient number of them be established and adequately endowed and sustained, constantly to supply the current wants of all our elementary schools. But in the present state of public opinion, this would probably be found entirely impracticable; and the nearest approximation to it which the growing conviction of the paramount importance of a thorough and comprehensive system of popular education will admit, must be sought for. This is to be found in a central state institution, placed under the direct supervision of the legislature, accessible on easy terms to all who may feel disposed to avail themselves of its advantages, while at the same time an equality of privileges in this respect shall be secured to different sections of the state, in case the accommodations and capacity

of the institution shall be found too restricted for the admission of all who may apply. An annual appropriation of a sufficient sum, from the transit duties paid to the state, to secure proper buildings, grounds, apparatus, professors and teachers, will serve not only to place the enterprise upon a secure footing in reference to pecuniary aid, but to place it, at once, under the fostering care of the state itself. The term of instruction should not be less than two years, and might, profitably, be extended to three or even four, whenever the immediate and pressing demand for teachers thus educated, should so far subside as to admit of such extension, with a due regard to the wants of the schools in different sections of the state. Male and female pupils should be received, as nearly as may be, in equal proportions; and the course of instruction should be such as to cover the whole ground of a good English education, with special and constant reference to the faculty of communicating in the simplest, most attractive and intelligent manner, to children of every age and in every stage of intellectual and moral advancement, the fundamental principles and specific details of the knowledge thus acquired. Connected with the institution should be one or more model schools, composed of children of both sexes and of all ages and conditions, indiscriminately selected from the neighboring districts, where the pupils of the Normal School might successively test their progress and capabilities of instruction, under the supervision of the principal. At as early a period as practicable, a class should be graduated, whose duty it should be to repair to different sections of the state, in pursuit of employment, and to enter upon the active discharge of the duties of their profession—availing themselves of every opportunity which may present to form temporary classes of teachers for mutual instruction and improvement—and diffusing as extensively as circumstances will permit, a knowledge of the best modes of teaching and discipline. The practical superiority which a class of teachers thus educated and prepared could not fail to present, would, it is confidently believed, speedily ensure their profitable and permanent employment—assist in elevating the condition of the cle-



mentary schools—and prove of incalculable value and utility to the cause of education, throughout the state.

It would be singular if an agency of this nature, and with these pretensions—operating, as it necessarily must, upon a large scale—dealing with interests of the utmost importance and magnitude, as well to society at large, as to individuals—and stationing itself in the very van of human advancement and civilization—should not have met with active and determined hostility. In those portions of Europe, indeed, where the system first originated, and has been most effectively expanded, the power and influence of kings and nobles—for once wisely and beneficially exerted in the true service of humanity—repressed all opposition to its incipient stages; and the elevating and benign results which followed its introduction and signalized its maturity, deprived the great mass of the people of all disposition to impede its onward progress. On this side the Atlantic, however, it was destined to encounter, on its first appearance, the most inveterate hostility; and the repugnance which its adoption called forth in the minds of many even of our most intelligent and enlightened citizens, has by no means yet ceased to be felt. To the apprehensive ear of American republicans, there was something harsh and grating in the sound of Prussian despotism; and an institution emanating from the very hot bed of monarchy and aristocracy—devised and put in operation by an irresponsible autocrat, and enforced at the point of the bayonet upon a down-trodden and helpless people—could scarcely, in their judgment, be fraught with advantage to the inhabitants of a free government. Its tendency here, as well as there, must unavoidably be, as they conceived, to the concentration of all the elements of power in the state, by placing the control of the rising generation in the hands of a body of teachers appointed and prepared by the constituted authorities of government. Might not, they demanded, an organization be effected, by means of which, at any future period, sentiments and principles of dangerous influence, and at variance with the public welfare, be inculcated and enforced? Might not, in short, an institution thus originating in and en-

dowed by the rulers of the state become, in time, the mere echo of their will, and the blind instrument of their ambitious or partisan views?

These arguments and suggestions were not without a powerful effect upon the minds of those to whom the subject was new and unfamiliar; and hence, nearly a quarter of a century had elapsed after the successful results of the experiment of Normal Schools, in the most civilized and enlightened portions of Europe, had rendered its efficacy no longer doubtful there, before the plan was ventured upon here. In the face of a most formidable opposition, maintained without relaxation for nearly ten years, the three Massachusetts schools, under the auspices of the board of education and its indefatigable and worthy secretary, worked out the problem of the applicability of this system to our democratic institutions. In New York, similar results have ensued; and the eleven thousand common schools of that state are now enjoying the benefit of a renovated and improved style of teaching, mainly derived from the lecture rooms of the Normal School at Albany, under the immediate supervision of Mr. PAGE. In view of these facts, the dispassionate inquirer must admit, that whatever might have been the impulse or the motive which prompted the Prussian government to the establishment of these schools, and whatever results may ultimately grow out of their progress, under monarchical and aristocratical institutions, they are in themselves, eminently adapted to the demands of American education; that while the people retain in their own hands, subject at any time to their control and resumption, the reins of political power, no combinations at variance with their interests or welfare can be matured by their agents; and that, least of all, can the slightest danger be apprehended from the adoption of any measures which tend to the thorough and universal education of those who, at no distant day, are to wield the destinies and direct the counsels of the republic.

But there is another consideration eminently worthy the attention of every reflecting mind—a consideration which, if based upon sound premises, must be regarded as decisive of



this whole question. The education of the rising generation is the fundamental policy of our government and its institutions; and that system and that organization which will enable us most effectually and thoroughly to accomplish this paramount object, should at once and unhesitatingly be adopted and cherished by our leading statesmen and master minds. A people superficially instructed in scientific and moral, in civil and economic truth—smatterers in philosophy, pretenders in the domains of knowledge, unambitious of excellence, disinclined to high and noble pursuits—a nation composed of mere mechanists, merchants and traders, preying upon each other and regarding the rest of the world as outlaws and barbarians—may well fear the approach of any instrumentality which seeks to elevate the human mind—to store it with the genuine treasures of knowledge and science—to imbue it, in its earliest stages with the germs of mental and moral excellence—and to train its expanding faculties to that full comprehension of nature and truth which alone can adequately fulfill its lofty aspirations. But the citizens of a free commonwealth—the inheritors of the spirit of the American revolution—the descendants of men who put life and all its enjoyments at hazard, upon the maintenance of a principle—surrounded by the civilization and advancement of the middle of the nineteenth century, and charged with the highest destinies which can be committed to the keeping of humanity—have nothing to apprehend, while they have every thing to gain from the free course of knowledge, and the uninterrupted march of mind. If, therefore, by means of the introduction into our systems of popular education and public instruction, of the plan of Normal Schools, those whose high function it is to develope and direct the mental and moral energies of the youth of our land, may enter upon the task before them, under auspices peculiarly and eminently favorable to its successful prosecution, why should we not unhesitatingly avail ourselves of an agency so worthy of our highest and most fostering regard? Why should not the state, putting off for a brief period its magisterial character as the dispenser of stern and retributive justice, itself assume the

lowly and humble, but honorable, garb of the teacher, and by providing for all the youth placed under its guardianship, the pure elements of knowledge and virtue, effectually prevent the growth of vice and crime, dry up the sources of poverty and want, and render to the world a noble example of a wise, paternal and beneficent government, fulfilling the end and objects of its institution, and resting all its claims to obedience and honor upon its salutary protection of the highest interests of humanity? Here is ample scope for the most "vaulting ambition"—not that ambition which "overleaps itself" in its futile effort to obtain lasting dominion over men's minds and persons—but that which respects the rights and would promote the happiness and welfare of each individual of the human family, by opening up to him those paths of honor, usefulness and substantial enjoyment which his Creator designed him to pursue.

#### STATE PUPILS AT THE NEW YORK INSTITUTION FOR THE BLIND.

There are seven pupils supported by the state of New Jersey at the institution for the education of the blind, at the annual expense of fourteen hundred dollars. By invitation of the directors, I attended the annual examination of the pupils. It is gratifying to be able to speak in terms of high commendation of the manner in which the institution is conducted. Whether we consider the attention bestowed upon the intellect, the care and culture of the moral faculties, or the interest manifested in their personal wants, the pupils at that institution are singularly fortunate. They evince a knowledge not only of the common rudiments of learning, but an acquaintance with the higher and more abstruse sciences, which is almost astonishing. The Divine words of holy writ, they have not only "at their finger's end," but they seem to be inculcated with the spirit; they are taught, indeed, to "feel" that by that source, and that only, can happiness be hoped for here or hereafter; and they, indeed, in most instances, seem to realize

that though the glory and beauty of this world, to them a dark curtain—that though the rising sun afford them no light—that there is another and a better and a brighter world, where their eyes shall be opened, and they shall behold the glory of their Father who is in Heaven.

The institution is under the charge of Mr. Chamberlain, who seems to be intended for the very situation, intelligent, affable and kind. He treats his pupils as though they were his own unfortunate children, entitled to extra care and attention, by reason of their deprivation.

The interior arrangements of the institution are also good; the sleeping apartments large and airy; the diet of the children plain, but healthy. Upon enquiry of the pupils from this state, whom I considered somewhat under my care, I found them pleased with their situation, and grateful for the attentions received. I think the institution every way worthy of public or private patronage.

#### SCHOOL LAWS.

By the fourteenth section of the act passed April 17th, 1846, it is made the duty of the Superintendent of public schools "to ascertain by examination, and suggest from experience, such amendments and alterations in the school law as may be required." In the performance of this duty, I will state such objections as have been made by the different town superintendents in their reports, together with those which experience has pointed out to me, in visiting and examining the schools in different sections of the state. In the first place, it is objected "that the election of town superintendent occurring every year, makes that officer too much dependent upon the caprice of others, to perform his duty in a free and independent manner; it moreover too frequently deprives the schools of the benefit to be derived from experience, by the changes which take place." It is suggested that the town superintendent should be "elected for a longer period, and at the fall election, that he may enter upon his duties at the commencement

of the fiscal year, and thus make a full and ample report of his own doings." Objections have also been made to the uncertain wording of the 12th sec. I have always entertained the opinion that the said section had reference, exclusively, to the schools of Friends, whose "church discipline" alone of all the religious denominations, "provides for the establishment of schools and appointment of trustees;" others, however, have given it a different interpretation, which has given rise to difficulties and heart burnings not easily allayed. If, as I think it is intended, to apply solely to the members of that society, would it not be better distinctly to state the fact, and let the law give its own interpretation, and thus free the Superintendent and school officers from charges of favoring one sect at the expense of another; or, would it not be better still, so to frame the law that all should have equal rights and privileges? Let it not, however, be understood that I object to the privileges of the society of Friends, for in no section of our state is more attention paid to education than in the districts occupied by them; but, as a principle, it is wrong that any preference should be given to the members of one society over another. All have equal rights—all are called upon to contribute in equal relative proportions to the taxes which support the government and schools—and why should not all enjoy equal privileges? Woe to that state! woe to that people and to that religion, where public patronage is given to one denomination in preference to another. When did a state or a community ever patronize or encourage the sacrifices made at any one altar, that it did not in its turn demand the influence of those who minister at the altar, and pervert that which should be pure and holy, to base and unhallowed purposes. Religion cannot mingle with the baser materials of politics, and escape the deep contamination of the contact. Let the state foster and encourage, by all proper means, the reception and diffusion of the gospel. It is right. We are, as a community, a religious people, and the blessings of God, which have been so manifest towards us, would be withdrawn were it otherwise. But we are a people of many sects and much diversity of opin-



ion; and who shall say this is the true sect, that the right opinion? None. The constitution of our country gives freedom to all religious worship—the constitution of our state guarantees it—and the constitution of the mind of man demands that all should be left to the judgment of their own consciences, guided by the light of revelation and the holy scriptures.

I trust that, in these remarks, I shall not be misunderstood. I deem religious instruction necessary to every perfect system of education, whether public or private. I would have the bible read throughout the length and breadth of our land. I would, indeed, have it “the bread of life” for daily use, and not merely the “shew bread of the sanctuary.” But whilst this is done, let not the water of salvation be deemed as only capable of running in one channel and to one point; but let it, like the mercy and justice of God, be given freely to all.

There is another objection to this section, and one which has caused difficulty, especially when taken in connexion with the preceding. I allude to the payment and receipt of public money under it. By sec. 11th, it is made the duty of the town superintendent to receive, and the town collector to pay over to him, *all* money appropriated for purposes of education. By the 12th sec., it is doubtful whether this right is or is not confirmed: it would, at least, sanction the payment to the trustees, not only of such schools as are there mentioned, but also of schools organized after the passage of the law, of all moneys coming to them, directly by the collector, without passing through the hands of the superintendent, who has entered into bond for the same. If such is the intention of the law, (and the Attorney General has given this interpretation) it should be more plainly defined.

It is also held that the township superintendent has no right to visit the schools under charge of the trustees of such religious society. Here I cannot agree even with the high authority, who has sanctioned a different course. The 13th sec., makes it a duty of the town superintendent to visit every school in said township, at least once in every quarter, and makes no exception of any kind; nor are those schools exempted by

sec. 12, whilst the evident intention and spirit of the law is, that supervision should be extended over all the schools receiving public money. If such is not its intention, it should be more plainly expressed.

There is also a vagueness in the phraseology of the 20th sec. "All moneys received by the town superintendent shall be applied exclusively to the *purposes of education*."

More than one hundred letters have been received on this subject, and it has received various and conflicting explanations by the inhabitants of different sections of the state. By some it is supposed that building or repairing school-houses, or purchase of fuel, was intended; by others, that it could be applied to any or every purpose designated by town meeting. Again, that it should be applied "exclusively" to the payment of teachers' wages. To this latter opinion, I have always inclined, believing that such was the intention and spirit of the law. This is also a subject for consideration, or at least for definement.

#### SCHOOL HOUSES.

Whatever interpretation may be given to the above section, it still will leave one want unsupplied, "the want of good and comfortable school houses." No provision is made by the law for this purpose, and it is recommended that some power be given to the inhabitants of school districts, to call meetings for the purpose, and let the school houses be built by a tax raised in any manner which the legislature may judge right and proper. It is obvious that some such regulation is necessary, from the dilapidated appearance of a portion of our district school houses. Let any one travel over the state and he will see the truth of this; he will recognize at a glance, every "place" where a school is taught—not by its adaptedness to the purpose, but by a want of it. Let him examine many of these buildings—they would be invaluable to any painter in search of the "picturesque." The clap-boards hang loose, fluttering to every breeze; the places where panes of glass once were, are supplied by old hats, or pasted over by pages of

the copy book ; the door hangs loose upon its hinges, and the floor has given way. The water from the road, or a neighboring pond, has found its way under the house, and oozes in through the missing planks, perhaps a good remedy for the "dryness" of hard study, but a better cause of disease. The roof, perchance, is fallen in, and lets in the rain, and would be a serious objection, did it not also serve to let out the smoke, which is emitted at fitful intervals from the old broken stove. The seats are, in some cases, made of the "slabs" from the neighboring saw mill, with four poles inserted for legs, (and it is not always that the bark side is turned downward), and having no backs, give an early lesson of the necessity of supporting oneself. The desks are in many cases made of two boards grooved together and placed in the form of an inclined plane, against the wall, too high for most of the children who "aspire" to write. The position of the house is also deserving of notice, generally upon the highway, in a hollow, and, if possible, like the body of a suicide, where "four roads do meet." This is, perhaps, a strong picture, but that it is not entirely "fancy's sketch," all may ascertain, by examining the school houses in their vicinity. There are, however, some excellent school houses lately erected, and some of old standing, but their name is not legion. In Nottingham they have a good one, and also one at Bridgeton ; and I would call the attention to a new building lately erected at Jersey City, as a public school-house, a description of which will be found attached to this report ; and I am pleased to state that arrangements are made to furnish it with "all compliances and means to boot" for obtaining a good English education ; and it is placed under the charge of Mr. A. T. Smith, a gentleman who deservedly enjoys the reputation of an excellent teacher.

In view of these difficulties, I would recommend that a convention of the town superintendents of the different townships, or delegates therefrom, should be held at Trenton, previous to the meeting of the next legislature, at which place the various objections entertained against the school law, might be brought forward and discussed, and suggestions offered. The inhabi-

tants of the different townships, knowing of this, could give such instructions to their superintendent or delegate, as they might deem necessary; and the superintendents would bring with them a knowledge of the deficiencies of the present system, and from their own experience, offer the necessary remedy. A law might thus be framed, general in its application, calculated to meet the wants and receive the approbation of the community and the sanction of the legislature. During the present year, however, I would recommend no alteration, save an additional appropriation, as time should be given for investigation and full and free discussion.

The superintendent would again acknowledge his obligations to the directors of the Camden and Amboy, the New Jersey, and the Somerville and Elizabethtown Railroads, for a free passage over their roads, whenever engaged in "official business."

Also, to the inhabitants of those towns which he has visited, for their hospitality and attention.

In conclusion, although much remains to be done, it is evident that much also has been done. A marked improvement is observable in public opinion, throughout the state, in regard to public schools, and this must lead to still farther improvement, for when public attention is given to public education, the schools will be made so good, that the richest will desire no better; so cheap and easy of access, that none need be excluded.

All of which is respectfully submitted.

T. F. KING.



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# STATEMENTS

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

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# STATEMENT A.

AN ABSTRACT from the returns of the Public Schools of the several townships and counties of the state of New Jersey, for the year ending December, 1847.

COUNTIES AND TOWNSHIPS from which returns have been received.	Whole number of districts in the townships.	Number from which re- ports have been received.	Number of children resi- ding in the districts, be- tween the ages of 5 and 10.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months and less than 12.	Number of colored taught.	Whole number of chil- dren taught, as stated in the returns.	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount of money appro- priated, or received for school purposes.	Amount of money ex- pended.
HUNTERDON.											
Alexandria, . . .	20	20	1,063				391	6	\$2.00	\$719.00	\$716.98
Bethlehem, . . .	18	18	810	118	283	2	561	9½	2.00	660.84	220.28
East Amwell, . . .	4	4	320				123			272.82	272.82
Clinton, . . .	9	9	581	71	90	5	469	7	2.00	206.27	136.60
Delaware, . . .	13	13	674				470	6	2.00	559.92	
Franklin, . . .	10	10	337				210	8½		264.46	264.46
Lebanon, . . .	12	12	612	50	100		256	8	2.00	341.83	178.00
Raritan, . . .	15	12	596		75	10	422	7	2.00	242.62	242.62
Readington, . . .	13	13	661	90	104	1	470	9	2.00	742.65	400.00
Kingwood, . . .	7	7	494		274		199	5	2.00	146.53	83.96
Tewksbury, . . .	13	13	636	135	123	5	345	8	2.00	567.56	
West Amwell, . . .	9	9	554		92		353	9	2.00	360.07	
	143	140	7,338	464	677	23	4,269	7½	\$2.00	\$5,084.57	\$2,515.72

COUNTIES AND TOWNSHIPS from which returns have been received.	Whole number of districts in the townships.	Number from which re- ports have been received.	Number of children resi- ding in the districts, be- tween the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8. months.	Number of children who have attended school 8 months and less than 12. months.	Number of colored taught.	Whole number of chil- dren taught, as stated in the returns.	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount of money appro- priated, or received for school purposes.	Amount of money ex- pended.
<b>MERCER.</b>												
East Windsor, -	11	11	695					328	9	\$2.00	\$417.20	\$96.80
Ewing, -	4	4	275					100	9	2.00	196.80	229.65
Hamilton, -	8	5	744					463	12	2.00	701.01	719.50
Lawrence, -	1	1	703					400	12	2.00	1,157.14	537.80
Nottingham, -	9	8	430					300	12	FREE.	576.11	
Princeton, -	5	5	464					155	10	2.80	166.18	
Trenton, -	1	1						249	9	2.00	500.00	225.33
West Windsor, -	10	10	473	60	100	89	3	249	10	2.00	453.39	
*Hopewell, -	16	45	778	60	100	89	3	2,025	10	\$2.00	306.54	\$1,809.08
<b>ATLANTIC.</b>												
Egg Harbor, -	8	3	404	142				142	3	\$2.00	\$213.14	\$40.11
Galloway, -	5	5	659	112	75	118		305	9	2.00	252.48	
Hamilton, -	9	9	478							2.50	500.00	
Mullica, -		5	301	190					6	2.50	159.00	159.00
Weymouth, -	5											
<b>*Taken from report of last year.</b>												
	27	22	1,842	444	75	118		457	6	\$2.25	\$1,124.62	\$199.11

SUSSEX.

Byram, -	-	-	-	7	7	369	40	40	70	3	150	10	\$2.00	\$269.91	\$111.18
Frankford, -	-	-	-	11	11	607					260	6	2.00	589.80	
Green, -	-	-	-	5	5	205	80	70			150	6	2.00	160.00	46.00
Hardyston, -	-	-	-	8	8	449				6	323	8	2.00	434.16	
Lafayette, -	-	-	-	8	8	283				2	204	9	2.00	200.00	187.38
Montague, -	-	-	-	8	8	322				1	185	4	2.00	313.77	123.39
Newton, -	-	-	-	12	12	907	100	85		9	827	10½	2.00	614.68	516.08
Sandyston, -	-	-	-	10	10	470	295	294	170		247			211.00	
Sparta, -	-	-	-	11	11	606	60	160	157	9	377	9	2.00	270.60	140.96
Stillwater, -	-	-	-	10	10	530					350	9	2.00	383.87	
Vernon, -	-	-	-	16	16	933	300	320	80		700	8	2.00	563.66	300.00
Wantage, -	-	-	-	24	24	1,231					620			749.68	594.18
Walpack, -	-	-	-	7	7	266	60	100	20		180	9	2.00	160.00	70.00
	137	137	6,181	935	1069	497	30	4,573	8	\$2.00	\$4,921.13	\$2,089.09			
CAMDEN.															
*Camden, -	-	-	-	3	3	800					540	9	\$2.00	\$1,175.00	\$184.54
Delaware, -	-	-	-	9	9	757								963.85	
*Gloucester, -	-	-	-	12		863								817.75	
Newton, -	-	-	-	5	5	470								817.87	
Union, -	-	-	-	6	5	455					300	6	2.00	153.12	10.00
Washington, -	-	-	-	8	8	534					424	5	2.00	222.76	
Winslow, -	-	-	-	7	7	412					300	6	2.00	440.58	
Waterford, -	-	-	-	6	6	404				14	180	6	2.00	526.85	525.32
	56	43	4,695							14	1,744	6½	\$2.00	\$5,122.78	\$719.86

\*Taken from report of last year.

COUNTIES AND TOWNSHIPS from which returns have been received.	Whole number of dis- tricts in the townships.	Number from which re- ports have been received.	Number of children resi- ding in the districts, be- tween the ages of 5 and 16.	Number of children who have attended school 4 months, but less than 8 months.	Number of children who have attended school 4 months, but less than 8 months.	Number of children who have attended school 8 months and less than 12 months.	Number of colored taught.	Whole number of chil- dren taught, as stated in the returns.	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount of money appro- priated, or received for school purposes.	Amount of money ex- pended.
CUMBERLAND.												
Downe, - - - - -	9	9	647		60		30	500	6	\$2.00	\$566.00	\$566.00
Bridgeton, - - - - -	3	3	588						6	1.50	902.72	902.72
Fairfield, - - - - -	4	4	609					205	9	2.50	404.58	133.01
Greenwich, - - - - -	5	5	845					225	9	2.25	569.63	
Hopewell, - - - - -	14	14	845					260	9		569.14	569.14
Deerfield, - - - - -	6	6	289	140	210	39			6	2.50	515.13	
Millville, - - - - -	7	7	643					72			849.50	313.00
Maurice River, - - - - -	7	1	778	72				307			638.40	638.40
Stoe Creek, - - - - -	9	9	607	131		196			5	2.25	910.49	480.54
	64	58	5,316	343	270	215	30	1,569	7	\$2.18	\$5,925.59	\$3,602.81
CAPE MAY.												
Dennis, - - - - -	5	5	481	211	59			270	6	\$2.00	\$589.44	
*Middle, - - - - -	6		531								375.00	
Lower, - - - - -	6	6	398	40	70	90		200	9	1.75	450.00	\$405.00
Upper, - - - - -	8	8	403	160	152			312	6	2.25		
	25	19	1,813	411	281	90		782	7	\$2.00	\$1,423.44	\$405.00

\*Taken from report of last year.





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BURLINGTON.												
Burlington, - - -	6	6	900	500			12	475	10	\$ 2.00	\$628.12	\$145.45
Chester, - - -	14	14	931						10	2.50	1,219.20	
*Chesterfield, - - -	4		900						6		230.74	230.08
Evesham, - - -	15	14	832							2.00	639.02	639.02
Mansfield, - - -	10	10	870							2.00	218.62	153.00
Medford, - - -	12	12	812							2.00	446.01	430.39
Little Egg Harbor, -	8	8	609	94	55	96	5	597	6	2.00	688.31	688.31
New Hanover, - - -	6	6	589	178	56	34	5	268	7	2.30	1,110.00	345.42
Northampton, - - -	13	13	1,171		282					2.00	600.98	171.20
Pemberton, - - -	7	7	591		283				7	2.34	1,170.69	1,170.66
Springfield, - - -	6	6	537	184	100	15	3	302	7	2.50	500.00	
Southampton, - - -												
Washington, - - -	7	5	418							2.50		
Willingborough, - -												
	110	101	8,360	956	776	145	37	3,382	71	\$2.31	\$7,451.69	\$3,973.53

\*Taken from reports of last year.





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BERGEN.													
Franklin, . . . . .	18	18	18	1,326				7	444	12	\$2.00	\$543.71	\$541.71
Hackensack, . . . . .	12	12	12	794					241	11	2.00	518.16	250.94
*Harrington, . . . . .	7			261								151.38	
Lodi, . . . . .	3	3	3	171					301	11	2.00	69.64	69.62
New Barbadoes, . . . . .	8	8	8	496				7	130	12	2.00	160.00	130.45
Saddle River, . . . . .	5	5	5	218	15	28	40	1	210	9	2.00	64.34	64.34
Washington, . . . . .	6	6	6	449								168.43	37.52
	59	52	52	3,715	15	28	40	15	1,326	11	\$2.00	\$1,675.71	\$1,094.58
MIDDLESEX.													
North Brunswick, . . . . .	12	12	12	1,757				3	878	10	\$2.00	\$496.45	\$332.66
South Brunswick, . . . . .	17	17	17	919					569	11	2.00	1,078.34	478.34
Monroe, . . . . .	14	13	13	897	60	180	360		600	10	2.25	906.85	240.01
Perth Amboy, . . . . .	1	1	1	494			139		218	12	2.00	571.00	571.00
Piscataway, . . . . .	13	13	13	948					418	9	2.50	1,100.00	1,100.00
South Amboy, . . . . .	10	10	10	576	80	100	270		450	9	2.00	551.00	551.00
Woodbridge, . . . . .	18	18	18	1,313					734	12	2.00	761.71	759.92
	85	84	84	6,904	140	280	769	30	3,867	10½	\$2.12	\$5,465.33	\$4,032.93

\*Taken from report of last year.



COUNTIES AND TOWNSHIPS from which returns have been received.	Whole number of districts in the townships.	Number from which re- ports have been received.	Number of children resi- ding in the districts, be- tween the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8. months.	Number of children who have attended school 8 months and less than 12. months.	Number of colored taught.	Whole number of chil- dren taught, as stated in the returns	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount of money appro- priated, or received for school purposes.	Amount of money ex- pended.
MONMOUTH.												
Atlantic, . . . . .	4	4	346	139	168	108	3	187	11	\$2.00	\$591.06	\$287.38
Dover, . . . . .	11	11	841	139	168	108	3	415	9	2.00	392.09	149.60
Freehold, . . . . .	20	20	1,459	361	227	227	25	882	9	2.00	640.27	448.90
Howell, . . . . .	21	21						750			1,001.45	
Jackson, . . . . .	9	9	505					50	3	2.00	137.89	
Middletown, . . . . .	20	20	1,920					1,381	11	3.00	1,999.89	LAST YEAR
Millstone, . . . . .	10	7	459				6	232	9	2.00	343.72	
Plumsted, . . . . .	2	1	357					300				
Stafford, . . . . .	6	6	424							2.00	244.57	90.17
Shrewsbury, . . . . .	16	16	1,704					700	9	2.00	773.78	773.78
Union, . . . . .	5	5	485	120	170	260		290	6	2.00	177.80	
Upper Freehold, . . . . .	9	9	700	60	150	260	25	388	8	2.00	500.00	266.17
	133	129	8,200	680	782	535	59	5,575	8	\$2.00	\$6,801.96	\$2,015.90



PASSAIC.	6	6	658					141	6	\$2.00	\$385.82	\$47.00
Acquackanonck, . . .	5	4	538					239	5		168.76	168.76
Manchester, . . .	1	1						354	7	2.00	762.22	525.00
Paterson, . . .	7	5	451					167	5	2.00	256.85	
Pompton, . . .	11	11	691					320	10	2.00	348.00	
West Milford, . . .	5	5	359					201	5½	2.00	63.15	25.37
Wayne, . . .	35	32	2,697					1,422		\$2.00	\$1,984.80	\$766.13

## STATEMENT B.

SUMMARY of the preceding Abstract, exhibiting the results in counties for the year ending

December, 1847.

COUNTIES.	Number of townships in each county which have made returns.	Number of districts in the townships.	Number of districts from which returns have been received.	Number of children residing in the districts, between the ages of five and sixteen, as stated in returns.	Number of children who have attended school for any period less than four months.	Number of children who have attended school 4 months and less than 8.	Number of children who have attended school 8 months and less than 12.	Number of colored children taught.	Whole number of children taught during the year, as stated in returns.	Average number of months the schools have been kept open.	Average price of tuition per quarter, for each scholar.	Amount of money received or to be received from township collector, for school purposes.	Amount of money expended.
Atlantic,	4	27	22	1,842	444	75	112		457	6	\$2.25	\$1,124.62	\$199.00
Bergen,	6	59	52	3,715	15	28	41	15	1,326	11	2.00	1,675.71	1,094.58
Burlington,	12	110	101	8,360	956	776	145	37	3,382	7 $\frac{1}{2}$	2.31	7,451.69	3,973.53
Camden,	6	56	43	4,695				14	1,744	6 $\frac{1}{2}$	2.00	5,121.78	719.86
Cape May,	3	25	19	1,813	411	281	90		782	7	2.00	1,423.44	405.00
Cumberland,	9	64	58	5,316	343	270	215	30	1,569	7	2.18	5,925.59	3,602.81
Essex,	14	94	91	12,141	206	460	145	150	5,509	8 $\frac{1}{2}$	2.00	7,465.74	5,825.07
Gloucester,	3	50	27	3,834	100	286	94	2	685	6	2.25	3,469.81	1,010.38
Hudson,	3	12	12	1,602	471	520	460		1,576	11 $\frac{1}{2}$	2.00	3,513.12	476.13
Hunterdon,	11	143	140	7,338	464	677	844	23	4,269	7 $\frac{1}{2}$	2.00	5,084.57	2,515.72
Mercer,	8	65	45	4,562	61	100	89	3	2,025	10	2.00	4,475.37	1,809.08

Middlesex,	7	85	84	6,904	140	280	769	30	3,867	10½	\$2.13	\$5,465.33	\$4,032.93
Monmouth,	12	133	129	8,200	680	782	535	59	5,575	8	2.00	6,801.96	2,015.90
Morris,	11	135	135	7,865	98	310	472	13	4,239	9½	2.00	7,671.42	1,226.34
Passaic,	6	35	32	2,697	300	519	41	5	1,422	5½	2.00	1,984.80	760.93
Salem,	6	54	54	3,543	224	430		70	2,789	8½	2.15	6,247.66	2,766.42
Somerset,	8	81	81	5,261	100	140	142	83	3,283	8	2.00	4,551.82	2,375.40
Sussex,	13	137	137	6,181	935	1,069	497	30	4,573	8	2.00	4,921.13	2,089.09
Warren,	12	114	114	6,543	870	780	499	16	3,723	9	2.00	5,473.97	1,978.57
	154	1,479	1,376	102,412	6,717	7,783	5,196	580	52,795	8½	\$2.06¾	\$89,850.54	\$38,816.74

## STATEMENT C.



*Townships from which no reports have been received for the past year.*

ATLANTIC—Mullica.

BERGEN—Harrington.

BURLINGTON—Chesterfield.

CAMDEN—Gloucester.

GLOUCESTER—Greenwich, Gloucester.

HUDSON—Harrison, Van Vorst.

SALEM—Elsinborough, Mannington, Salem.



## STATEMENT D.



*Townships from which no reports have been received for two years.*

ATLANTIC—Mullica.

HUDSON—Harrison.

SALEM—Elsinborough, Mannington, Salem.



STATEMENT E.

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*Townships from which no reports have been received for three years.*

ATLANTIC—Mullica.

HUDSON—Harrison.

SALEM—Elsinborough, Mannington.

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STATEMENT F.

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*Counties from which all the townships have sent in their reports.*

Cumberland, Essex, Hunterdon, Mercer, Middlesex, Morris, Monmouth, Somerset, Sussex, Warren, Passaic.



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ACCOUNT CURRENT AND BALANCE SHEET

OF THE

NEW JERSEY SCHOOL FUND.

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**Dr.****STACY A. PAXSON, Treasurer, in**

1847.		Dolls. Cts.
Jan. 4,	To balance of fund, per settlement by committee,	20,045.42
" 8,	Received of E. B. D. Ogden, Esq., on account of judgment,	150.00
" 13,	Interest on bond and mortgage, New Hope Delaware Bridge Company, tax on capital stock,	540.00 420.10
	A. S. Pennington, Esq., balance of judgment and interest,	23.90
" 27,	Interest on bond and mortgage,	22.50
Feb. 1,	Balance of principal on mortgage,	1,500.00
	Interest on bond and mortgage,	71.25
" 8,	Interest on bond and mortgage,	100.00
" 12,	Interest on bond and mortgage,	420.00
	Interest on bond and mortgages,	82.26
" 20,	Interest on bonds and mortgages,	240.00
	Interest on bonds and mortgages,	210.00
March 10,	Interest on bonds and mortgages,	500.00
	Belvidere Bank, tax on capital, it being greater than charged Jan. 1st,	39.75



*account with the New Jersey School Fund.***Cr.**

1847.		Dolls. Cts.
Jan. 16,	Loaned on bond and mortgage,	2,300.00
Feb. 3,	Paid clerk of Warren county, for recording mortgage,	1.00
“ 12,	Dr. T. F. King, state superintendent, per warrant,	158.49
April 29,	Essex county, amount of appropriation for free schools,	2,664.00
May 3,	Burlington county, do.	2,857.50
“ 4,	Gloucester county, do.	1,021.50
	Hudson county, do.	615.00
	Somerset county, do.	1,882.50
“ 5,	Cumberland county, do.	1,189.50
	Camden county, do.	1,162.50
	Warren county, do.	1,638.75
“ 6,	Sussex county, do.	1,518.75
“ 7,	Morris county, do.	2,352.00
		<hr/> 19,361.49

**Dr.****STACY A. PAXSON, Treasurer, in**

1847.		Dolls. Cts.
March 13,	Received interest on bond and mortgage,	120.00
" 20,	Interest on bond and mortgage,	180.00
April 1,	Interest on bond and mortgage,	36.00
" 2,	Interest on bond and mortgage,	120.00
" 3,	Interest on bond and mortgage,	180.00
" 6,	New Jersey Railroad and Transportation Company, six months' interest on loan,	3,000.00
	New Jersey Railroad and Transportation Company, dividend on stock,	500.00
	Principal of bond,	315.00
	Interest on bond,	70.14
" 7,	Interest on bond and mortgage,	132.00
" 8,	Interest on bond and mortgage,	138.00
" 9,	Interest on bond and mortgage,	285.00
	Of Receivers of Mechanics' Bank, New Brunswick, being a dividend of ninety per cent.,	306.99
" 13,	Morris and Essex Railroad Company, interest on loan,	900.00
" 14,	Interest on bond and mortgage,	120.00

*account with the New Jersey School Fund.***Cr.**

1847.

Amount brought forward,

Dolls. Cts.

19,361.49

*Dr.**STACY A. PAXSON, Treasurer, in*

1847.		Dolls. Cts.
April 14,	Received interest on bond and mortgage,	210.00
“ 28,	Interest on bond and mortgage,	120.00
May 1,	Interest on bond and mortgage,	180.00
	Interest on bond and mortgage,	360.00
“ 4,	Interest on bond and mortgage,	120.00
“ 7,	Trenton Banking Company, semi-annual dividend on one hundred and fifty-nine shares of capital stock, being the eighty-third dividend,	190.80
	Interest on bond and mortgage,	150.00
	D. Ryerson, collector of Sussex county, interest on bond,	400.00
“ 12,	Interest on bond and mortgage,	38.85
	Interest on bond and mortgage,	90.00
	Mechanics' and Manufacturers' Bank,	597.77
		<u>33,225.73</u>



*account with the New Jersey School Fund.***Cr.**

1847.		Dolls.	Cts.
	Amount brought forward,	19,361.49	
May 12,	Paid Monmouth county,		
	amount of appropria-		
	tion for free schools,	2,793.00	
	Mercer county, do.	1,710.00	
" 13,	Sherman & Harron, ad-		
	vertising money to loan,	3.75	
	Passaic county, amount		
	of appropriation for free		
	schools,	768.00	
" 15,	Hunterdon county, do.	2,326.50	
" 17,	Middlesex county, do.	2,049.00	
" 18,	Salem county, do.	1,617.00	
		<hr/>	11,267.25
On deposit in Trenton Bank,			2,596.99

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33,225.73

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*Dr.**SAM'L S. STRYKER, Treasurer, in*

1847.		Dolls. Cts.
June 15,	Received interest on bond and mortgage,	300.00
“ 17,	Interest on bond and mortgage,	90.00
July 10,	Interest on bond and mortgage,	150.00
“ 15,	Interest on bond and mortgage,	230.00
“ 19,	Interest on bond and mortgage,	40.00
“ 23,	Interest on bond and mortgage,	120.00
	Interest on bond and mortgage,	18.90
Sept. 14,	Interest on bond and mortgage,	60.00
Oct. 8,	New Jersey Railroad and Transportation Company, six months' interest on loan,	3,000.00
	New Jersey Railroad and Transportation Company, semi-annual dividend on two hundred and fifty shares stock,	500.00
July 14,	Trenton Bank, semi-annual dividend on one hundred and fifty-nine shares stock,	190.80
Nov. 17,	Interest on bond and mortgage,	210.00
Dec. 11,	Principal and interest of bond and mortgage,	1,485.65

*account with the New Jersey School Fund.**Cr.*

1847.		Dolls.	Cts.
June 2,	Paid Cape May county, appropriation for free schools,	484.50	
Oct. 28,	Phillips & Boswell, for printing school forms,	33.00	
	Sherman & Harron, for printing 2,000 copies school laws,	75.00	
June 9,	Bergen county, appropria- tion for free schools,	1,000.50	
Dec. 31,	Bond and mortgage of J. McKelway, trans- ferred per joint resolu- tion of March 4, 1847,	3,084.44	
	Interest on do. to Dec. 31, 1847,	114.11	
	Balance due Mechanics' and Manufacturers' Bank, from late Trea- surer,	597.77	
On deposit in	Mechanics' and Manu- facturers' Bank,	436.29	
" " "	" Trenton Bank,	4,751.25	
		<hr/>	<hr/>
			10,576.86

**Dr.***SAM'L S. STRYKER, Treasurer, in*

1847.		Dolls. Cts.
June 3,	Received interest on bond and mortgage,	210.00
Dec. 31,	Interest on bond and mort- gage,	218.56
	Interest on bond and mort- gage,	82.26
	Trenton Bank, for tax on capital stock,	1,073.70
On deposit in Trenton Bank, to credit of late Treasurer,		2,596.99
		<u>10,576.86</u>



*account with the New Jersey School Fund.***Cr.**

1847.

Amount brought forward,

Dolls. Cts.

10,576.86

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10,576.86

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**Dr.****BALANCE SHEET, showing the**

<i>Amount invested in Stocks :</i>		Dolls. Cts.
40 shares Cumberland Bank,	2,000.00	
20 " Sussex Bank,	1,000.00	
159 " Trenton Bank,	4,770.00	
250 " New Jersey Railroad,	12,500.00	
	<hr/>	20,270.00
<i>Loans :</i>		
N. J. R. R. and Transportation Co.,	100,000.00	
Morris and Essex Railroad Company,	30,000.00	
Newark city,	30,000.00	
Sussex county,	8,000.00	
Passaic county,	3,000.00	
State of New Jersey,	25,595.82	
Bonds, &c., for Paterson lands,	9,352.29	
Bonds and mortgages,	127,831.94	
	<hr/>	333,179.05
Real estate in Paterson,		1,322.50
<i>Amount received :</i>		
Balance per settlement last year,	20,045.42	
Amount of bank tax for 1847,	17,707.58	
Balance of " " " 1846,	459.85	
Principal on bonds for Paterson lands,	315.00	
" " " and mortgages,	2,900.00	
Dividends on sundry stocks,	1,381.60	
Interest on loans,	13,951.37	
Judgments received,	173.90	
Dividend of 90 per cent. from Farmers' and Mechanics' Bank, New Brunswick,	306.99	
Appropriation for Atlantic county, charged and unclaimed,	349.50	
	<hr/>	57,591.21
<i>Due and unavailable :</i>		
From Morris Canal and Banking Co.,	10,000.00	
" Belleville Bank,	749.75	
" Farmers' and Mechanics' Bank, New Brunswick,	34.11	
	<hr/>	10,783.86
Amount on deposit,		5,187.54
		<hr/>
		428,334.16
		<hr/>
Balance, being total amount of School Fund,		370,742.95
		<hr/>

*Condition of the School Fund.***Cr.**

Dolls. Cts.

*Paid the following counties for support of Free Schools:*

Bergen county,	1,000.50
Hudson county,	615.00
Essex county,	2,664.00
Passaic county,	768.00
Morris county,	2,352.00
Sussex county,	1,518.75
Warren county,	1,638.75
Hunterdon county,	2,326.50
Somerset county,	1,882.50
Middlesex county,	2,049.00
Monmouth county,	2,793.00
Burlington county,	2,857.50
Gloucester county,	1,021.50
Cumberland county,	1,189.50
Salem county,	1,617.00
Cape May county,	484.50
Mercer county,	1,710.00
Atlantic county,	349.50
Camden county,	1,162.50

30,000.00

Bank tax, charged in the amount received, and not collected,

16,633.88

Loans on bond and mortgage,

5,384.44

Interest due on bond transferred per joint resolution of March 4, 1847,

114.11

Incidental account,

271.24

*Amount on deposit in sundry banks, viz:*

Trenton Banking Co., 4,751.25

Mechanics' and Manufacturers' Bank, 436.29

5,187.54

*Balance,*

370,742.95

428,334.16

*E. E.*

TREASURY OFFICE, January 1, 1848.

SAM'L S. STRYKER, *Treasurer.*

The Committees of the Senate and Assembly and Auditor of Accounts, appointed to settle with the Treasurer, having examined the foregoing account, with the evidences relating thereto, and compared the same with the books in which the accounts of the School Funds are kept, do hereby certify that the same is in all things correctly stated, and that the balance in the hands of the Treasurer, standing to his credit in sundry banks, is five thousand, one hundred and eighty-seven dollars and fifty-four cents.

CHS. S. OLDEN. } *Committee*  
ISAAC G. FARLEE. } *of Senate.*

BENJ'N KEMBLE. }  
JACOB HORNBECK, JR. } *Committee*  
AMOS H. DRAKE. } *of*  
SAMUEL C. CORNELL. } *Assembly.*  
F. B. CHETWOOD. }

CHARLES G. McCHESNEY, *Auditor of Accounts.*

TREASURER'S OFFICE, January 17, 1848.

# APPENDIX.

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## PUBLIC SCHOOL HOUSE IN JERSEY CITY.

The Public School House of Jersey City is seventy feet deep by forty feet in width, with a stair building eighteen feet square, divided into three stories : 1st, Primary and infant department, (separated by a partition into male and female departments); 2d story, female department, main room 37 ft. 6 in. by 52 ft., and three recitation rooms; 3d story, male department, 37 ft. 6 in. by 52 ft., and three recitation rooms.

The primary and infant department will accommodate

The 2d story, girls,  
 “ 3d “ boys,

375 children.  
 300 “  
 300 “

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Total, 975 “

Spacious yards 30 ft. by 100 ft. on each side of the building, to be used as play-grounds by the children. The male and female departments have separate entrances; and all communication entirely cut off between them, except by the front or main hall, which is only to be used by the teachers and visitors. Mott's patent iron chairs and furniture throughout the building. The ventilation of each room is effected by openings in the walls, through the beams of the floors, for the admission of pure air; and the foul air escapes by means of openings in the ceilings, which are regulated by valves, &c.

Cost of building, &c.,	\$10,000
“ “ ground, one hundred feet square,	4,000
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	\$14,000

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ROB'T C. BACOT, *Architect.*

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No excuse is deemed necessary for inserting the above; it gives evidence of the spirit of improvement that is abroad, and may serve as an inducement for the inhabitants of other townships to “go and do likewise.”







